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| **Categories** | **Instructional Strategies** |
| Planning | * Building objectives in line with standards * serial positioning-instructional organization   + Beginning of class – bell ringers, agendas, posting objectives, reviewing homework   + teaching in increments   + end of class – closure, starting homework |
| Instructional  Organization | * building objectives * serial positioning (see above) * posting objectives * bell ringers * agenda * closure * checking for understanding * managing homework |
| Instructional  Delivery | * 5 basic strategies – checking for understanding, on the clock, wait time/extended, pass option, beginning of class * interaction sequence * monitoring map * hit-run/push-pull strategy * teaching in pairs * teaches in increments (10-2/5-1) * Uses serial positioning   + beginning   + middle   + end * closure * teachable moment * knowledge of results   + feedback – written, verbal, non-verbal, glow and grow * notetaking strategies * systems of repetitions   + closure   + checking for understanding   + bell ringer   + Monday bell ringer   + base groups   + homework assigning 1-2-1 * Management of homework * effectively manages student behavior * studying for test strategy * project completions strategy |
| Classroom Management | * effective instructional organization and planning-serial positioning * positive feeling tone/appropriate levels of concern * teaching routines * appropriate application of reinforcers and reinforcement * appropriate use of knowledge of results (feedback)   + specific   + immediate   + no sarcasm * push-back strategy that results in students assuming responsibility for their behavior * classroom conditions – physical set-up * monitoring map sequence * effective time management – on the clock, formula, hit-run/push-pull * checking for understanding |
| Time Management | * serial positioning * 10-2/5-1 – teaching in increments * interaction sequence * managing the teachable moment * getting work done – monitoring * managing student behavior * 5 basic teaching strategies * effective management of homework * effective management of projects * on the clock |
| Classroom Environment | * classroom conditions * positive feeling tone * enthusiastic/energetic * manages the teachable moment * pass option * teaching in pairs * interaction sequence * monitors effectively * appropriate instructional model – serial positioning * demanding but reasonable expectations |
| Assessment | * validated test making strategies * consistent checking for understanding * effective and ongoing monitoring * interaction sequence * test study strategy * project completion strategy * reviewing homework |
| Professional Expectations | * teacher generated mission statement * personal and professional time management strategies * parent conferencing model * professional behavior * APLs stars chart for categorizing staff |